

Founding Period-Trying to Balance Authority

Federalists:

Promoted a strong national government, believed that a strong national government was the best instrument to protect individual rights and freedom.

Included: Alexander Hamilton, John Jay, James Madison.

Creation of the 1st National Bank (1790)

- Hamilton believed a central bank was necessary to handle the complex financial matters of the new nation.
 - Hamilton argued that the new bank was constitutional under the “necessary and proper” clause. This is the clause that gives Congress the power to assume unspecified rights in order to carry out national responsibilities.
 - Hamilton’s interpretation of the “elastic clause” is accepted, and in 1790 the bank is created.

Whiskey Rebellion (1794)

- Penn State farmers refused to pay a tax on Whiskey, got angry and started a rebellion. Washington sent troops to suppress the uprising and enforce the tax. The government successfully crushed the rebels.
 - Showed the power of the National Gov. It is powerful.

Alien and Sedition Acts (1798)

- Fearing that France would declare war on the US, congress passed these acts which allowed the president to imprison or deport **foreigners** who were deemed dangerous.
 - Also restricted speech against federal government.
 - Introduces the idea of ‘nullification’, where states could invalidate any law that the state deems unconstitutional.

Marshall Court (Democracy and Authority Class 2: Thursday 10/1)

<http://bartelsusacp.wikispaces.com/file/view/Supreme%20Court%20Cases.pdf/523266668/Supreme%20Court%20Cases.pdf> (COURT CASES)

- ❖ Marbury v. Madison (1803)-Judicial review-Ability of the Supreme Court to limit Congressional power by declaring legislation unconstitutional. -Deemed the Judiciary Act of 1789 unconstitutional.
- ❖ McCulloch v. Maryland (1819)

McCulloch wrote Bank Note without tax and the state said he was breaking the law. (appealed to supreme court) -Relationship between federal and state power -“Has Congress the power to incorporate a bank” Congress did have the power to create the bank -The court denied Maryland’s to power the tax.

- ❖ *Dartmouth College v. Woodward* (1819) -Main issue: Can the state change the charter of a college? -Would Dartmouth become a state school or stay private. -Putting Dartmouth under state control would be unconstitutional and it would be a violation of contract. -The supreme court sided with Dartmouth College and decided that it would stay a private university.
- ❖ *Gibbons v. Ogden* (1824)-Main Question: Did the State of New York exercise authority in a realm reserved exclusively to Congress, namely, the regulation of interstate commerce? -Ogden was granted an exclusive license to run a ferry between NY and NJ (From NY state court) -Gibbons got a license from the Federal Government to operate between NY and NJ. -Claiming this infringed his monopoly rights, Ogden got an injunction so Gibbons dock his boat. -Clause in Constitution gave Congress right to regulate commerce between nations. -Court sided with Gibbons because Congress has the right to regulate commerce, not the state.

Equality and Hierarchy

- ❖ Abolition / Abolitionists (Frederick Douglass)
 - Abolitionists wanted to abolish slavery (Wow! Who would have guessed?)
 - Class 4: Monday 1/11 (Purple) Tuesday Green 1/12
 - <http://bartelsusacp.wikispaces.com/file/view/The%20Abolition%20Movement.pdf/571636703/The%20Abolition%20Movement.pdf>
 - https://www.youtube.com/watch?v=MILN_17KH6M
 - Frederick Douglass was an influential abolitionist who made a bunch of speeches, and he was also black
 - Class 5: Tuesday 1/12 (Purple) Wednesday 1/13 (Green)
 - https://www.youtube.com/watch?v=mb_sqh577Zw

Economic History

- ❖ *Alexander Hamilton v. Thomas Jefferson*
 - Hamilton wanted to make bank, but Jefferson wanted everyone to farm
 - Class One: Thursday 3/17 (Green and Purple)
 - <https://www.youtube.com/watch?v=mBmTdJ4XTfs>

Alexander Hamilton wrote 51 of the Federalist papers.

Foreign Policy

Manifest Destiny--Basically that it's America's god given destiny to expand, because dad gave us cool toys that none of the other kids have--Class Four: Thursday May 26th (Both Sections)

Native American Removal--Native Americans got removed by Americans because we wanted their land pretty badly--It was forceful and mean and bad and uncalled for and was basically the holocaust minus the religiously fueled extermination--Class Two: Monday May 23rd (Both

Sections)--Class Three: Tuesday May 24th(Green) Wednesday May 25th (Purple)--Class Four: Thursday May 26th (Both Sections)

Dakota--Some Native Americans we alienated after they fought us after we started trading with them as a way to steal their land (which we ultimately succeeded in stealing)--Class Three: Tuesday May 24th(Green) Wednesday May 25th (Purple)

Lakota--Some Native Americans we stole the ancestral land of because of gold. We made a bunch of treaties for peace with them because they got angry we were taking their land and killing off their main food source, but we just broke them and took their land anyway because we had guns. --Class Three: Tuesday May 24th(Green) Wednesday May 25th (Purple) -Class Four: Thursday May 26th (Both Sections)

Nez Perce --Some Native Americans that helped us navigate the land when we first encountered them. We later massacred them as they were fleeing for Canada because they attacked us because we were doing some illegal stuff because we didn't like them because they looked kinda blackish --Class Four: Thursday May 26th (Both Sections)

Has the United States government succeeded in meeting the needs of the people?

- During the Founding Period, the government behaved aggressively towards French foreigners and Native Americans, providing security and land to the American people, but also appearing overly harsh. In the Alien and Sedition acts, the US government assumed the right to silence those who spoke against the government, thus limiting the rights of its own people. However, westward expansion generated jobs, open land, and more economic opportunities. The government also began defining economic boundaries through the court cases
- .

Antebellum/Civil War Era

A push for democracy ending in war

Democracy and Authority

Andrew Jackson

(Unit 2 Class Four: Tuesday 10/6, Class Five: 10/8, Jacksonian ppt)

Jackson created the **Spoils System** to try to clear the government of impurity/corruption, by appointing people who agreed with his policies and supported him. This had a negative effect on democracy, as it misrepresented the people who disagreed with him. Jackson also enforced the **Native American Removal**, where the National government took control of Native American rights, which increased the power of the president and the democracy of the people. With the **Second National Bank Veto**, Jackson vetoed renewal of the bank charter, causing people in power to stay in power (The rich get richer). The bank's unifying currency and loans to states would have created unity in the nation, so the veto sent the country into an economic panic. This ultimately gave rights back to the people (Democracy increased). Lastly, the **Nullification Crisis** where state authorities tried to nullify the tariff imposed by Jackson, but Jackson created the Force Act to assert national gov't. Power. This created a negative increased the power of the president, and decreased the people's power. Overall, the Jacksonian Era increased the power of the president, with the best intentions of the people in mind (common man democracy).

Civil War

(Unit 2 Class Six: Tuesday 10/13- Causes of the Civil War doc, Class Nine: 10/22- crash course video)

There were many events leading up to the Civil War in 1861. First, the **Northwest Ordinance** (Class 7: Thursday 10/19) was an act of Congress that created northwest territory in 1787 (1st US territory beyond Appalachian Mountains). Next, the **Missouri Compromise** (1820), where the National government set the 36°30' line, asserting authority to make decisions for future western states. This greatly affected the Civil War by defining US territory as above the line = free, and below the line = slaveholding (union v. confederate). Later, the **Compromise of 1850** stated that California was a free state, a major victory for the anti-slavery union (many more electoral college/popular votes in their favor with a new big state), and that a stricter fugitive slave law would be put in effect. The compromise also introduced **popular sovereignty** (which went against Missouri Compromise), allowing future territories to decide their fate through elected representatives. The stricter fugitive slave law was the **Fugitive Slave Act**, which terrified free slaves in the North, who could be easily convicted as runaway slaves. Additionally, the

Kansas Nebraska Act further went against the Missouri Compromise. The act was a way to organize territories and formalize the idea of popular sovereignty, where the 2 new states were allowed to decide whether they were slave holding or free. However, this idea of popular sovereignty in Kansas led to problems in the state known as **Bleeding Kansas (1857)** aka the "Civil war before the Civil War." There was a rush to go to Kansas to get the required number of people to write a constitution and decide whether Kansas would be a free or slave state (Became a free state in 1861), resulting in violence over the issue of slavery, where 200 people died. John Brown, a violent abolitionist, led a raid on federal arsenal and planned to take weapons and give them to slaves in southern states to take down slavery. **John Brown's Raid** was a failure and was stopped at the arsenal. Lastly, the **Dred Scott Decision** in 1857 officially repealed 36°30' line (Supreme Court ruled congress unconstitutional for making it), when Scott sued for freedom after being taken to Illinois where slavery was abolished. Scott was ruled still a slave, and the SC made 2 very important decisions that slaves aren't citizens so they cannot sue, and that slaves are property. The case convinced people that the Supreme Court was a slave power (victory for southerners).

Economic History

The Artisans World to The Industrial Revolution

(Unit 4 Class Nine 4/4, Class Seven 3/30)

When natural resources like iron, steel, and coal increased in popularity, the **Industrial Revolution** began. The availability of these materials led to machine manufacturing and increased production as a jumpstart to the American economy. Another byproduct of iron, steel and coal popularity was **The Transportation Revolution**. The increase in productivity encouraged big businesses to take advantage of the simplicity of laying down railroads and created a completely new business empire - and boost America's economy.

The increasing means of transportation, led to a push of **Immigration**, when there was more free land and economic opportunities in the West, which the railroads conveniently led to. These revolutions and immigration are all reasons for the jumpstart of the economy during the Antebellum Era. Without these, the economic prosperity in the Gilded Age and beyond, would not be as renowned as they are today.

Reconstruction

Reconstructive Criticism (of the Federal Government for Equal and Black Rights)
Democracy and Authority:

(Class 10 Friday 10/23 HW, Class 11 Tuesday 10/27, Reconstruction Plans slides 22-24, 26) In 1865 the **13th amendment** outlawed slavery except for punishment for a crime. In 1868 the **14th amendment** said that all persons born or naturalized in the U.S are legal citizens. In 1870 the **15th amendment** said all men including African Americans had the right to vote. (Class 11 Tuesday 10/27, Reconstruction Plans slide 17) In 1865 and 1866 **Black Codes** were passed by Southern states intended to restrict the freedoms of African Americans and push them to work low paying labor jobs. 1890-1964- **Literacy tests** were used to weed out voters as potential voters had to take tests to prove their capability of voting. **Poll taxes** were part of the Jim Crow Laws that put a tax on voting, restricting many African Americans from voting. **Property tests** made it illegal to vote unless you were a property owning male. (Class 13 Monday 11/2, Reconstruction slide 7, 16, and 20) **Lincoln's 10% Plan** deemed that Southern states not in the Union could be re-admitted after 10% of the population admitted to not being tied with the confederacy. **Johnson** believed that the ending of slavery was to eliminate the planter class and that blacks shouldn't have equal rights. **Congress** believes Johnson's actions need to be stopped and propose the Civil Rights Act of 1866. Johnson vetoed this act however Congress overrides his veto because they think the act will equalize citizenship. (Class 11 Tuesday 10/27, Reconstruction Plans slide 8) In 1865 the Federal Government agency created the **Freedman's Bureau** to aid freed slaves and poor whites by providing housing on abandoned confederate land, food, medical care etc... until 1870. It helped many citizens however wasn't fully carried out due to lack of funding. (Class 11 Tuesday 10/27, Reconstruction Plans, slide 29) In 1868 **Johnson was impeached** for violating the Tenure of Office Act (1867). The Act prohibited presidents from dismissing officials from office without Senate permission. Johnson dismissed Edwin M. Stanton from his position as Secretary of War and appointed Ulysses S. Grant without permission. (Class 11 10/27, Reconstruction Plans slide 32) The Compromise of 1877 officially ended the Reconstruction Era and took all troops out of the South. (Class 14 Tuesday 11/3) From 1880-1960 Jim Crow Laws enforced de jure racial segregation in all former confederate states.

(Tuesday 11/3 Reconstruction Packet) In the **Slaughterhouse case** 1869 one slaughterhouse in Louisiana was granted a monopoly, rival slaughterhouse sued because it was depriving of their ability to make a life for themselves (14th amendment), SC does not side with the other slaughterhouses saying it is a state law and the federal government will not interfere. States now can make laws and determine if they infringe upon civil rights, the federal government will not step in, advocates for state power. (Tuesday 11/3 Reconstruction Packet) In **U.S. v. Cruikshank** 1875 a political rally in Louisiana is broken up by whites, resulting in 100 deaths of african americans, they sue based on the 14th and 15th amendment being denied. SC says no on 15th because it cannot be proven that race was why they were attacked, no to 14th because states cannot deny citizens constitutional rights. Says that federal government cannot get involved on conflicts between individuals. Significant because now KKK can act and federal government won't intervene. (Tuesday 11/3 Reconstruction Packet) In **US v. Reese** 1875 a black man in Kentucky is denied the right to vote, he sues because of 15th amendment,

SC doesn't side with him because they say there is no proof he was denied this right because of his race. This opens up more loopholes that states can use to deny minorities the right to vote because it cannot be proven that race was the reason why. 15th amendment is ineffective in protecting african american right to vote. (Tuesday 11/3 Reconstruction Packet) In **Plessy v. Ferguson** 1896 a man of black descent sits on a train car for white passengers and when he won't move he gets sent to jail, says that his 13th and 14th are being denied. All courts find him guilty, giving power to separate but equal (legitimized segregation).

De facto segregation (Class 1/14 Surviving Jim Crow) is by custom, blacks had to follow customs of racial etiquette, for example blacks were expected to look at the ground when speaking to any white person. **De jure segregation** (Class 12 10/29 Reconstruction Packet) is by law, for example "Black Codes" which were a series of anti-black laws in southern states. The **KKK** (Class 12 10/29 Reconstruction Packet) was a white organization that threatened and exercised violence against blacks who were exercising their rights, force acts were passed by legislature to try to suppress these kinds of groups. Blacks who confronted Jim Crowism or the color line around directly or definitely risked being **lynched** (Class 1/14 Surviving Jim Crow). The majority of black farmers in the south were **sharecroppers** (Class 7 1/19 WWI and WWII experiences), causing them to live in perpetual debt and dire poverty, this was a factor that compelled them to move north in the great migration.

Has the United States government succeeded in meeting the needs of the people?

In some cases the government has successfully catered to citizens needs while still maintaining power, however the federal government was not entirely successful in eliminating unfair practices that targeted certain citizens. By outlawing slavery with the 13th amendment and providing rights such as voting to males through the 15th amendment, the government helped African Americans greatly. Many states weren't abiding by the 15th amendment, so the government helped African Americans with the Freedman's Bureau. However, they also counteracted these actions with additions to the voting system such as poll taxes and literacy tests that many African Americans couldn't pay and pass. The federal government took a step back and gave more power to states to decide on the fairness of laws, which resulted in some injustice for minority groups. Various groups and practices came about that worked to keep blacks down in society, sometimes going under the radar of the law.

Gilded Age

The period where we thought we were in good shape.

Democracy and Authority

- **Boss Tweed & Tammany Hall** Unit 2, Class 11/13, Democracy and Authority Gilded Age, Boss Tweed Video Guide, founded in 1786 and incorporated on May 12, 1789, Boss Tweed was the boss of Tammany hall and which was a political machine that would help immigrants when they came from the US in return for their vote

Economic History

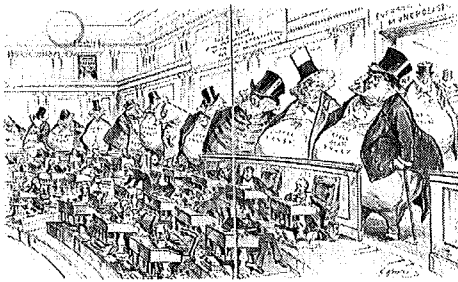
- **Robber Barons vs. Captains of Industry** Unit 4, Class 10, Rise of Industrial America, IR powerpoint, The Robber barons and the Captains of industry were people like J.P. Morgan, Andrew Carnegie, Andrew W. Mellon, and John D. Rockefeller, these men used tactics such as vertical and horizontal integration to gain monopolies in their industries.
- **Andrew Carnegie** Unit 4, class 10-12, Richest Man in World Andrew Carnegie, Carnegie was an inspiration at the time, because he was a scottish immigrant who made it big in the US, he was the "self made man" he was one of the richest man in the US at the time and made millions in the Steel industry and controlled it with vertical and horizontal integration.
- **Gospel of Wealth** Unit 4, class 12, Richest Man in World Andrew Carnegie, The Gospel of wealth was an article written by Carnegie in June of 1889, it stated how Carnegie proposed that the best way of dealing with wealth inequality was for the wealthy to redistribute their wealth to the lower classes instead of keeping it all themselves and giving it to their heirs as inheritance.
- **Homestead Strike** Unit 4, class 11, Labor Organization Gilded Age Readings, On July 6, 1892 there was a strike in one of Carnegie's steel factories, at the time being run by Frick, there was a militia sent in to stop the strike, it was successful and none of the workers demands were met, but the biggest impact was on Carnegie's reputation.
- **John D. Rockefeller:** Unit 4, Class 9, Rise of Industrial America.pdf Rockefeller was one on the "Captains of Industry" in the Industrial America. He also used vertical and horizontal integration to help his Oil Monopoly.
- **Big Business: Monopolies, vertical and horizontal integration:** Unit 4, Class 11.5, Entrepreneurs and Bankers .pdf Vertical: Owning multiple operations and putting them under one company. Horizontal: Setting extremely low prices for resources, resulting in other companies attempting to sell the same thing to go out of business.
- **Populism & the Populist Party Platform:** Unit 4, Class 13-14, The Populist Party, Populist Party PP, Wanted Graduated income tax, Direct election of senators, 8 hour work day, Nationalization of railroads, telegraphs, and telephones, Free coinage of silver. Was not successful, could not gain enough support, only farmers and lower class.

Foreign Policy

Spanish-American War

- **Social Darwinism:** Unit Five, Class Three, "*An American Empire*". Natural Selection, fittest will prevail. Americans superior, supported imperialism
- **USS Maine:** Unit 5, Class 5, <https://youtu.be/8q8NpQsmxj4> US ship destroyed in Cuba beleived to be by Cubans. Help start Spanish American War. Found out later it was not destroyed by Cuba.
- **Yellow Journalism:** Unit 5, Class 5, <https://youtu.be/8q8NpQsmxj4>, Sensationalized journalism by reporters in the United States. Reports made to expand Americans views and cause them to think of the war as necessary.
- **Us investment in Cuba:** Unit 5, Class 5, Spanish American War 18.3.pdf, we invested money into the Cuban Economy to help them grow out of the issues they had with their economy while Spain occupied them.
- **Treaty of Paris:** Unit 5, Class 5, Spanish American War 18.3.pdf, It was the treaty where the United States purchased the Philippines from Spain.

- **President Mckinley:** Unit 5, Class 5, Spanish American War 18.3.pdf, He was the President in charge when the United States went into the Spanish American War. He made all the decisions in the beginning part of the war.
- **Phillipines, Cuba, China, Puerto Rico:** Unit 5, Class 5, Spanish American War 18.3.pdf, They were all places that the U.S. had influence. They held land in Cuba and Puerto Rico with success but no success in Phillipines. In China other countries were in control and the U.S. tried to get involved but were not really. This all happened during the Gilded Age.



This is a political cartoon of the monopolies in the Gilded Age



This is a political cartoon of the gospel of wealth

During the Gilded age the needs of the people were not met by the government because there was massive concentration of wealth and the big businesses of the time had the government in their pockets allowing them to gain monopolies in their industries using the tactics of horizontal and vertical integration.

Progressive Era Brokeback Mountain 3

Progressive Party Platform:

The goals of the Progressive Party were improved social welfare, moral improvement, economic reform, and political reform. The Progressive Party Platform included Women's suffrage, graduated income tax, inheritance tax for the rich, lower tariffs, limits on campaign spending, currency reform, minimum wage laws, social insurance, abolition of child labor, and workmen's compensation (Democracy and Authority: Class 11/13, Class 16: Tuesday 4/27).

Chicago Race Riot 1919- (class 8) The Chicago Race Riots of 1919 were riots in Chicago in the aftermath of a black kid being stoned while swimming in Lake Michigan. Eugene Williams went swimming in Lake Michigan and crossed the barrier separating the white side from the black side. A group of white men threw stones at Eugene until he drowned, and they were ultimately not convicted.

Redlining- (class 27-28) denying services through the raising of prices to residents of certain areas because of race and/or ethnicity. This method was used to discourage the integration of black people into white society.

Progressive Goals- (class 16) tame the west/frontier, develop cities and businesses, establish an overseas empire. Unfortunately, not all citizens were included in the movement.

Legislation/Reforms Passed- (class 16) Initiative, referendum, recall, Federal Reserve Act. These are all reforms/legislation passed during the progressive era in an attempt to better society.

NEXT 3 ARE ALL CLASS 16

Initiative: petition state legislatures to get a bill they want

Referendum: citizens decide if bill or amendment should be passed

Recall: citizens allowed to petition to have an elected official removed from office

Washington, DuBois, NAACP, Great Migration:

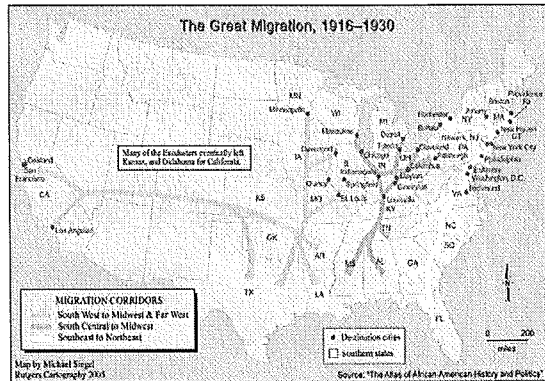
Booker T. Washington was a freed slave from Virginia. He believed that blacks must learn trade, and once economic equality was achieved, political and social equality would then come easily (Equality and Hierarchy Class 6: Friday 1/15, DuBois and Washington PPT). **W.E.B DuBois** was a well-educated black man from Massachusetts. DuBois believed that racism needed to be confronted directly, and that the confrontation should be lead by the group he called the "Talented Tenth", the top 10 percent of educated people in the population (Equality and Hierarchy Class 6: Friday 1/15, DuBois and Washington PPT). The **NAACP** was an organization formed during the Jim Crow era. The National Association for the Advancement of Colored People was founded by DuBois, who then left it during the 1930's, and was an act of agency of African Americans during this time. The NAACP attempted to integrate blacks into American life (Equality and Hierarchy Class 6: Friday 1/15). **The Great Migration** was a major event in the history of equality and hierarchy in the U.S., as half a million African Americans moved to the North, transforming many aspects of the North. These included social, cultural, and political aspects of northern cities. Leading up to this event, blacks were facing problems with debt and poverty in the South, and were not given equal either. When WWI started, more laborers were needed in the North, where better wages and improved working conditions awaited the African Americans, so they took advantage of these opportunities and thus, the Great Migration occurred (Equality and Hierarchy Class 8: Thursday 1/21).

Sixteenth Amendment: The sixteenth amendment allows congress to levy an income tax without apportioning it among the states or basing it on the United States Census.

Seventeenth Amendment: The seventeenth amendment established the popular election of US senators by the people of the states.

Eighteenth Amendment: The eighteenth amendment established the prohibition of alcoholic beverages in the US by declaring the production, transport and sale of alcohol illegal.

Nineteenth Amendment: The nineteenth amendment prohibits any US citizen from being denied to vote on the basis of sex.



(Pictured Above: The Great Migration)

(Pictured Above: Chicago Race Riots of 1919)

Has the U.S. government succeeded in meeting the needs of the people?

For the most part, the U.S. government has succeeded in meeting the needs of the people, as they have created many ways for problems to be solved and many organizations in which problems can be avoided.

World War 1 and World War 2
Discrimination, Restriction, and the favor of Isolationism

Democracy and Authority: Schenck v. United States (Thursday 12/3) Schenck handed out leaflets to men old enough to be subject to the draft, urging them to resist and avoid it. Because of this he was convicted by the supreme court of violating the ESPIONAGE ACT OF 1917, and was sent to prison. This is an example where the U.S Government used wartime authority in order to violate citizen's rights of free speech. Another breach of the rights of citizens occurred when the U.S government enacted **Japanese internment. (Thursday 12/3)** The U.S government forcefully put Japanese people into camps to control them. This was seen as a blow to Democracy, as the U.S government was denying basic rights of U.S. citizens. An important case seen that was about this issue was the **Korematsu v. U.S case (Friday 12/4 (Both Classes))** This case was about the legality of the internment of the Japanese during wartime. The court ruled that the executive order 9066 was constitutional (rights being trampled).

Equality and Hierarchy: A. Philip Randolph Class 23: Thursday 3/3 (Both sections) He was a civil rights and labor movement leader who was the head of march on Washington. He was also a socialist and an advocate for rights for African Americans.

African American experiences Class 9: Friday 1/22 (Both Classes) Class 8: Wednesday 1/20 (Green) Thursday 1/21 (Purple) During both world wars African Americans were sent/existed in separate and inferior public places than most of the rest of the american population. They were forced into less favorable jobs for lower pay, not supported by gov't, forcefully attacked during peaceful protests, and not allowed to be anywhere near the social powers of the white people. In many instances even though they were trying to help aid in the war effort they were not allowed to fully participate in many jobs that would actually help soldiers overseas because of racism. They were also discriminated against by U.S soldiers during war which many thought to be extremely disrespectful since those African Americans who were fighting were risking their lives for the safety of the U.S.

Foreign Policy: During the the middle and end of WW1, foreign policy and the discussion of **isolationism v.s interventionism** (whether to stay uninvolved in the war or to begin to send troops overseas and become involved in international politics) was an important issue in american society with **President Woodrow Wilson in support of the latter idea (Unit 5/Woodrow Wilson's 14 points assignment-United States foreign policy packet/class 8)**. The issue began to surface with rise of **unrestricted submarine warfare** and the **Zimmerman Telegram (Unit 5/United States foreign policy packet/class 8)**. The **Zimmerman Telegram** was a letter sent from a german secretary to to Mexico that was intercepted by U.S forces. The letter stated that if Mexico were to declare war on the U.S, in order to retrieve mexican land from the americans, that Germany would aid them in the fight. This first prompted people to discard their isolationist tactics and join the war. A german tactic coined **Unrestricted submarine warfare** increased this sentiment as it demanded that innocent vessels carrying supplies to the allied powers be shot down. Heated discussion of the issue continued after the war had ended when President Woodrow Wilson traveled to France in order to discuss the terms and conditions that should be included in the **Treaty of Versailles (Unit 5/United States foreign policy packet/class 8)**. This peace treaty included 14 points that ended the state of war between Germany and the Allied Powers. Although it was aimed to make peace with Germany many parts of the treaty were designed to hurt Germany in order to exact revenge on them for supposedly starting the war and dealing so much damage to the allied powers. During the creation of the Treaty of Versailles Wilson also proposed, as an addition to the treaty, the creation of the **League of Nations (Unit 5/United States foreign policy packet/class 8)**. As the only one of his 14 points to be accepted into the Treaty of Versailles, the League of Nations was intended to be an international organization that worked together for the overall benefit of the world. Since it would be made up of the most powerful countries in the world, promoting equality and human rights would be much easier than before. U.S citizens, however, were greatly against this program as they wanted to return to their isolationist ways since they had lost so much during the war and didn't want to get directly (often militarily) involved in the problems of foreign nations.

Has the United States Government succeeded in meeting the needs of the people?: During WW1 and WW2 the United States government has largely been unsuccessful in meeting the needs of the people. During both wars

the right of the freedom of speech for citizens was denied, people were discriminated against on and off war zones based on race or gender, and the overall outcomes of the wars (such as the decisions made by Woodrow Wilson), based on government discretion, often led to the general unhappiness of U.S citizens.



The Great Depression and New Deal
Rising Letters Fighting Falling Digits
Lea Moore | Olivia Gilbert

Democracy and Authority:

New Deal and FDR's Approach vs Hoover Approach

FDR's three "R's": Relief, Recovery, and Reform were part of his approach to helping the people out of the Great Depression. **Goals of Relief** were: immediately relieve the panicking and stress of the Great Depression, assisting distressed people through direct monetary payments and/or loans, and creating jobs to curb unemployment. **Goals of Recovery** were: aid farmers, business owners, and workers, get economy moving again, improve present economic conditions by providing work as well as through production of public facilities (ex: parks, schools). **Goals of Reform** were: eliminate abuse in economy, prevent future depressions, protect ALL Americans—including investors, consumers, etc in the future, and fix structural problems with economy that caused the Great Depression. The **other part** was the **New Deal's programs (alphabet soup programs)**. Such programs included **unemployment projects** like the CCC. There were **projects for business and reform** like the FDIC and SEC. **Labor relations projects** included the Wagner Act (National Labor Relations Board). A single Retirement project was the Social Security Administration/Act. (Class 19: Monday 5/2).

Hoover's approach was very different to FDR's approach as he believed that if the government were to give "**free handouts**", **America would be doomed** as the people would **heavily rely on the government for help too much**, resulting in a society where people would not be able to help themselves in a situation. He has said that "every time we find solutions outside of government, we have not only strengthened character but have preserved our sense of real government." (Class 2 for Green and Blue 5-6 || Harsh Life Depression.ppt).

The court packing scheme was when FDR suggested that old age, rather than conservative ideology, was hampering the work of the Supreme Court. He proposed increasing the numbers of justices to a maximum of 15 by adding 1 justice for every judge over 70 who had served more than 10 years. (Court Packing Scheme.pptx).

Economic History:

Causes of Depression (Class 16 - What caused the Great Depression chart): 1929-1939

Speculation and buying on margin: People would only buy on **10% margin** instead of paying the full cost of the item and **Stock Market speculation** was getting out of hand so prices stopped going up and that made people lose all their money.

Stock Market Crash: Crashed because no one was buying any stock. When crashed the banks couldn't collect loans and people wanted their money withdrawn from the bank all at once.

Bank Failure: Stock values collapsed and banks lost money on investments so they cut back on loans and with less credit available consumers couldn't borrow money. If the bank collapsed then people would lose all their savings because the gov't didn't insure bank failures then.

Hawley-Smooth Tariff & Trade: There was an imposed tax on thousands of imported goods and a higher tariff to protect American made products from foreign competitors. However higher tariffs damaged American sales abroad and world trade went down.

Overproduction in Agriculture: The price to export crops dropped because there was too much agriculture production. Because of this millions of farmers suffered losses and debt.

Inequitable Income Distribution: Installment buying became a option and there was no interest rate on an item. However people couldn't pay back the installment loans/buy installment loans so companies would fail after the stock market crashes.

Alphabet Soup (Class 19 - FDR's Three R's: Relief, Recovery, and Reform packet): 1933-1939

FDIC: Protects bank deposits up to 5000 dollars.

CCC: Provides jobs for single males on conservation projects.

SEC: Supervises the stock market and eliminates dishonest practices.

SOCIAL SECURITY ACT: Insurance for people 65 or older and their spouses, unemployment compensation, and aid to families with disabled children.

WAGNER ACT: The National Relations Board address relations between unions and employees in a private sector.

Support and critique of New Deal (Class 20 - Flynn Critic of New Deal/ Commanger New Deal):

Commanger (Supported New Deal):

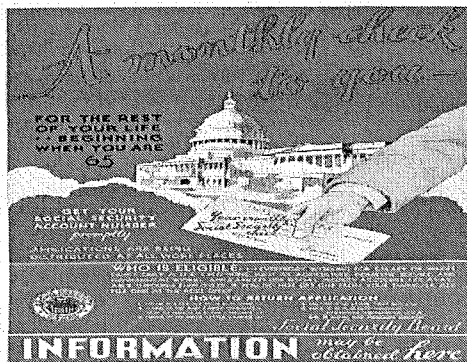
- Reforms helped people.
- FDR didn't take more power for himself.
- Accomplished a lot with the New Deal.

Flynn (Against New Deal):

- Didn't restore the economic system, instead he changed it.
- We now live in a system which depends on the government.
- Public debt during FDR was more than before FDR took office.
- Wanted more power
- Changed our political system and Congress gave lots of power up.
- Broke promises and betrayed all who trusted him.

Has the United States government succeeded in meeting the needs of the people?

The U.S government has succeeded in meeting the needs of the people to help bring the people out of the depression with the many programs set in place by the government. Citizens were given opportunities to help themselves and many programs are still in place today.



This was a poster to promote FDR's Social Security program.

←

Two boys in front of a sign protesting Hoover's ideas during the Great Depression →



LBJ/Civil Rights/1960's

Independence to dependence: the government stepped into everyone's lives

Democracy and Authority

Warren Courts: (Unit 2, Class: 12/10 Warren Court reading, 12/15 Warren Court Jigsaw)

Mapp v. Ohio 1961: Police broke into Mapp's house because they believed a fugitive was hiding there; found illegal things and Mapp was arrested. Impacted people's individual rights because it made sure that people's privacy would be protected by not allowing illegally obtained evidence to be used--decreased federal, state, and local, gov't authority. **Gideon V. Wainwright 1963:** Gideon stole wine but was too poor to appoint a lawyer; was found guilty, case about him not getting a lawyer went to supreme court. Made all individuals have equal rights regarding defense in courts; decreased authority bc people had more right to defend themselves. **Miranda V. Arizona 1966:** Miranda was arrested for rape and not advised about his rights--confessed himself. It increased the rights of people being arrested, enforced 5 amendment, and protected against abusive authority--decreased authority of governments **Tinker v. Des Moines 1969:** Tinker was arrested for wearing an armband in protest of the Vietnam War; decided that this was protected under the 1 amendment; decreased authority because the people aren't allowed to be as controlled--can express themselves

Democracy and Authority and Economic History

The **Great Society (launched in 1964)** is a package of domestic policies to pursue the happiness of the people; end poverty and racial injustice; improve schools; medicare; make sure everyone could vote; improve environment. Johnson's philosophy of the role of gov't is similar to Hamilton's--powerful central authority; from legislative branch to executive; Johnson uses federal authority to promote democracy, used federal power to pass voting rights act that sought to bring blacks to the polls--increased black elected officials--which increased democracy. Past Presidents had focused on either economic or political improvements, LBJ focused on both. (Unit 2, Class: 12/4 Great Society at 50, 12/7 LBJ powerpoint, 12/10 LBJ Discussion)

Equality and Hierarchy

Boston Busing 1974-1988: In an effort to desegregate schools, Boston public schools started busing students to different parts of the city. There was a violent backlash (Unit 3, class 25-26, Boston Busing Worksheet and video)

Brown v. Board of Education 1954: This case ended segregation in all public schools. Although schools were not immediately desegregated, this was a major step forward for the civil rights movement. (Unit 3, Class 26, Brown v. Board of Edu pdf)

Foreign Policy

Vietnam 1950-1971: (Unit 5, Class Nine Vietnam Powerpoint)

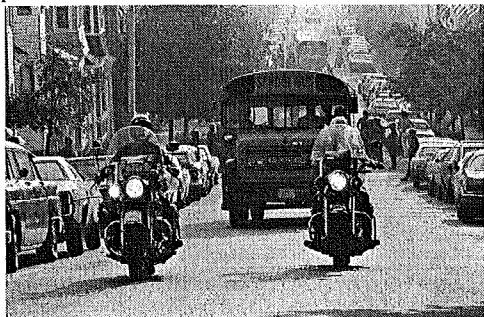
Truman Doctrine 1947: This was a speech given to congress to announce that the U.S. needs to help contain communism.

Viet Minh: a communist group in the north who was lead by Oh Chi Mihn. This group supported the Viet Cong's efforts against the U.S. **Viet Cong:** a communist group in the south who supported Oh Chi Mihn and attacked the Diem government. **Gulf of Tonkin Incident Tet Offensive 1968:** LBJ used this incident to gain permission from congress to "repel any armed attack against the forces of the U.S. and to prevent further aggression" and send in more troops to stop the spread of communism.

Geneva Conference 1954: a peace conference where the French and the Vietnamese agreed to divided Vietnam along the 17th parallel, the north would be communist and the south would be non-communist. Two years after the conference there would be an election to unify the country.

Claim: Although the United States government did not meet the needs of the people with foreign policy, the domestic policies did satisfy the needs of the individuals as shown through the Great Society and progress in the civil rights movement because the government did consider the well-being of Americans when solving national problems.

Boston Busing: This picture shows one of the buses transporting students to a different school district; the bus is escorted by police to protect the students.



<http://www.wbur.org/2012/03/30/boston-busing-crisis>

Vietnam War: This picture shows Vietnamese children fleeing their village after the U.S. dropped a gasoline jelly bomb



<http://blogs.mprnews.org/newscut/2014/10/on-50th-anniversary-a-sanitized-vietnam-war/>

1970s, 1980s, 1990s

Government Intervention Has Its Flaws

Democracy and Authority

Unit Two Class 31

- Republican candidate Nixon won the 1972 election by campaigning in favor of the Silent Majority, who were middle class white people made just enough money that they were not supported by the government but still had to fund the programs. Nixon initially didn't push for change because he wanted to be liked. Eventually, Nixon created big government programs, such as the Environmental Protection Movement, National Transportation Safety, Clean Air Act, and the Clean Water Act. (Conservative Resurgence 1970s packet, Rise of Conservatism Crash Course)
- Reagan, who was a Republican, felt that a large government was a problem. He "hollowed out" big government agencies to decrease government involvement. Reagan appealed to people because he wanted did not micromanage their lives with large government intervention.

(Democracy and Authority: Conservative Resurgence 1970s packet; Reagan's Address)

Unit Two Class 27 (Class 31 discussion)

- The Rightward Bound article discussed the Oil Crisis of 1973 and how Republicans dealt with the chaos. Conservatives believed the solution to the crisis was less government involvement. Social instability arose as people were divided over the best approach in solving the oil crisis. While some wanted less government intervention, Nixon ultimately needed to intervene in order to support the people and get them back on track. As oil and energy became more important to the country, the government took control of the industry to set a price for oil. The ineffective leadership demonstrated in the past called for a change in the Conservative approach. Although this did not achieve the goals of the Conservatives, the increase in government involvement showed their effort to help the economy and stabilize the country. (Rightward Bound Article)

Equality and Hierarchy

Unit Three Class 28

- Mass Incarceration/New Jim Crow was discussed by Michelle Alexander in her excerpt on the New Jim Crow. During the 1980s, employment opportunities for those living in the inner-city decreased, so the incentive to sell drugs increased. The War on Drugs was declared by Reagan in the 1980s. It focused on drugs as the country's number one problem, when less than 2% of Americans felt it was the number one problem. Bush continued to support the War on Drugs when he was elected president. In 1991 it was reported that there were more people in prison at the time than ever before, the majority being African-Americans. This high rate of incarcerated African-Americans acts as the new Jim Crow today.

(Mass Incarceration Excerpt/Michelle Alexander video)

Economic History

Unit Four Class 23

- Overview of Economy in 1970s and 1980s

During the 70s and 80s, there were high rates of stagflation, which was high rates of unemployment with high rates inflation. Additionally, there was slow economic growth, which made the economy difficult to repair.

(Economic Policies 1970s-1980s packet)

Unit Four Class 24

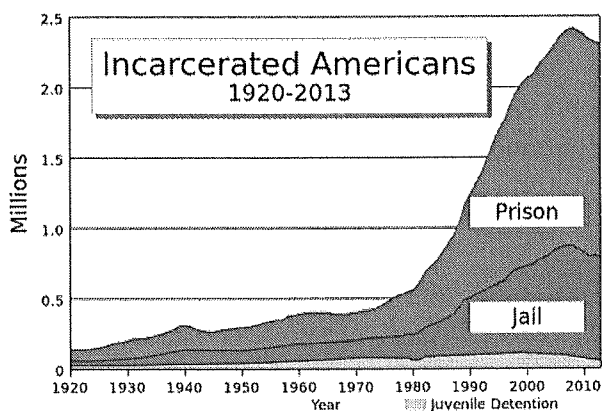
- Policies of Four Presidents

Nixon, who was president from 1969-1974, increased federal budget deficits, devalued the dollar by taking it off the gold standard, imposed a price freeze and wage price guidelines, and tried to make American goods more competitive overseas. Ford was president from 1974 to 1977. He tightened the money supply by raising interest rates and limiting government spending. Carter led the country from 1977-1981. In this time he created an ambitious spending program, expanded money supply with Federal Reserve, deregulated air and surface transportation and the savings and loan industry. Reagan was president from 1981 to 1989. Reagan slashed tax rates, double defense budget (highest national debt), deregulated banking and natural gas industries, lifted ceilings on interest rates, limited benefits, hard on unions, made American goods more competitive (Economic Policies 1970s-1980s packet and Economic Policy worksheet)

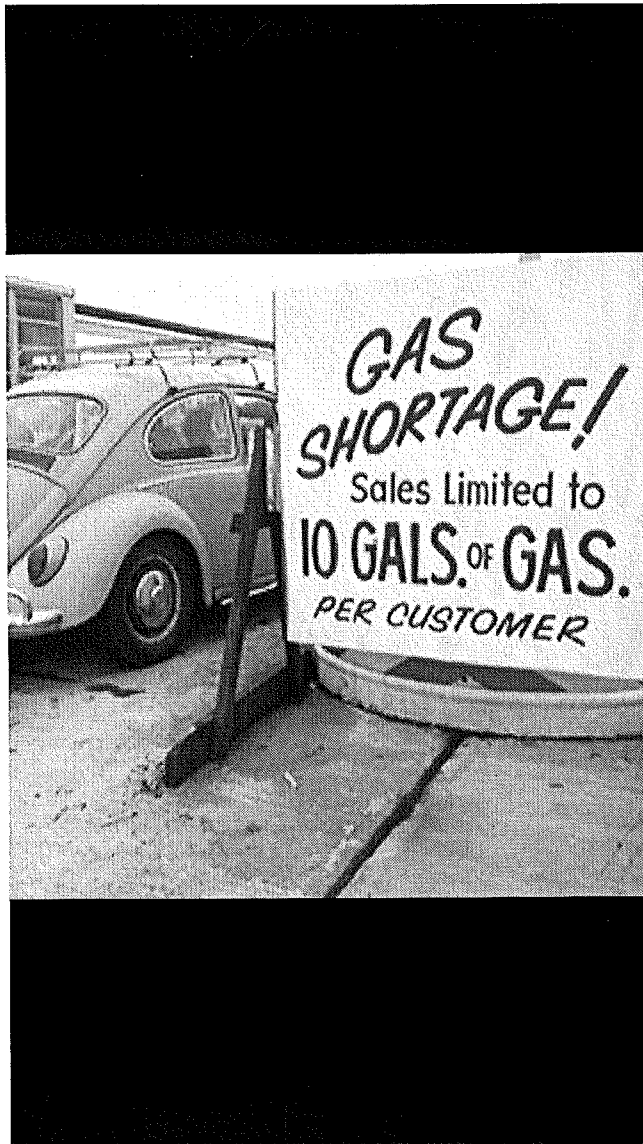
Essay

The United States Government has not succeeded in meeting the needs of the people because although they tried to help Americans, they only got involved at the wrong times

- Did not do enough to solve the Oil Crisis efficiently
- Created a War on Drugs but many Americans did not see that as a main concern the government needed to focus on



The number of incarcerated Americans from 1920-2013.



Because of the limited amount of gas during the Oil Crisis, gas stations had to restrict customers to only a few gallons to save as much gas as possible.